

**IMPROVING STUDENTS' VOCABULARY BY USING COW (CUBE
OF WORD) LEARNING MEDIA AT THE SEVENTH GRADE
OF SMP NEGERI 3 MALUNDA**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
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Tarbiyah and Teaching Training Department
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HALAMAN PENGESAHAN SKRIPSI

Yang berjudul "Improving Students' vocabulary by using COW (Cube of Word) Learning Media at the Seventh Grade of SMPN 3 Malunda" yang disusun NURJANNAH dengan NIM 10256119033, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah di uji dan dipertahankan dalam sidang Munaqasyah pada hari Kamis, 05 Oktober 2023 M. dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dengan beberapa perbaikan.

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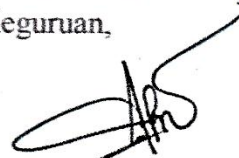
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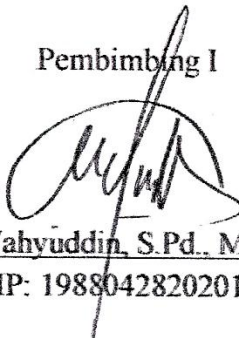
PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudari NURJANNAH dengan NIM 10256119003, mahasiswi program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul “improving students’ vocabulary by using COW (cube of word) learning media at the seventh grade of SMP Negeri 3 Malunda” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.


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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa skripsi tersebut merupakan duplikat, turunan, plagiat, dan dibuat oleh orang lain, sebahagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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Penyusun

A handwritten signature in black ink, appearing to be 'Nurjannah', written in a cursive style.

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ABSTRACT

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This research aims to determine whether there is an improve in vocabulary after using the word cube media at SMP Negeri 3 Malunda. The researcher used pre-experimental to collect data using a written test. The sample in this researcher were students of seventh-grade C SMP Negeri 3 Malunda consist of 20 students. The data were analyzed using SPSS 24. The results of the data analysis showed that the average score of students in the pre-test was 6,4000. Meanwhile, the average score of students obtained after receiving treatment was 29,2000. This also supported by a paired sample t-test, which showed a significance value <0.05 , or in other words $0.000 < 0.05$. This means that H_0 is rejected and H_1 is accepted. After analyzed the data, the researcher found an increase in students' vocabulary after using the word cube media. This indicates word cube media can improve students' vocabulary.

Keywords: Pre-experimental, word cube media, vocabulary.

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan kosa kata setelah menggunakan media word cube di SMP Negeri 3 Malunda. Penelitian menggunakan metode pre-experimental untuk mengumpulkan data menggunakan instrument test tertulis. Sampel pada penelitian ini adalah siswa kelas VII C SMP Negeri 3 Malunda sebanyak 20 siswa. Data di analisis menggunakan SPSS. Hasil analisis data menunjukkan rata-rata nilai siswa pada pre-test sebesar 6,4000. Sedangkan nilai rata-rata siswa yang diperoleh setelah diberikan perlakuan sebesar 29,2000. hal ini juga didukung dengan uji-t paired sample yang menunjukkan nilai signifikansi $<0,05$ atau dengan kata lain $0,000 < 0,05$ ini berarti H_0 ditolak dan H_1 diterima. Setelah melakukan analisis data, peneliti menemukan adanya peningkatan kosa kata siswa setelah menggunakan media word cube. Hal ini menandakan media word cube dapat meningkatkan kosa kata siswa.

Kata kunci: Pra-eksperimental, Media word cube, Kosa kata

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a set of words used by everyone in communication interactions both orally and in writing. Vocabulary is one of the elements of language that must be learned and taught (Merry, et al., 2020). Vocabulary cannot be separated from everyday life because it is an important tool used by humans to learn language. Having a large vocabulary one can express more ideas and can develop listening, speaking, reading, and writing skills (Nurjannah, 2019).

Vocabulary is one of the learning material in schools whose position and role are very important as a basis for students to master learning Bridget (2023). Vocabulary mastery affects the way students think and creativity in the learning process so that vocabulary mastery can determine the quality of a student in language (Kurniawati & Karsana, 2020). Good vocabulary mastery greatly affects students' ability to communicate orally and in writing. Adequate vocabulary makes it easier for students to express opinions, ideas, thoughts and feelings to others.

In the process of learning English, students certainly experience obstacle in learning. The student's obstacle in learning English is the lack of vocabulary (Lutfiyah., 2022). English as a foreign language in Indonesia is still a problem for students (Tambunsaribu & Galingging, 2021). The problem in the English learning process is that students think that English is a difficult and boring subject

so that many students do not like English lessons and have an impact on students' low learning achievement (Sintadewi, 2020).

Based on the result of interview conducted by the researcher with the seventh grade English teacher of SMP Negeri 3 Malunda on May 27, 2023, known that most of the seventh-grade students of SMP Negeri 3 Malunda lack vocabulary. The problem that students face during the learning process in the classroom is the lack of vocabulary that they have so English learning become ineffective. Furthermore, seventh grade is a transition period from elementary school to junior high school which still lacks vocabulary so it requires good teaching method (Astari 2017). The method used by the seventh grade English teacher at SMP Negeri 3 Malunda to improve students' vocabulary is by memorizing. According to the opinion of the student from the seventh grade in SMP Negeri 3 Malunda said that the method used by the teacher in teaching is very boring so that students are not motivated in learning. It can be interpreted that the method used by the teacher is not effective to improve students' vocabulary.

From the problem above, researcher is interested in improving student vocabulary by using learning media. Learning media is a tool that can help teachers to increase student knowledge (Ediyani, 2020). Learning media is very important for students in increasing learning motivation (Daraba et., all 2020). Media can help students to acquire knowledge, skills, and attitudes in the broad sense that media is a tool used to obtain information or learning knowledge (Fadilah, 2006). Learning media is also used as a tool to facilitate teachers in

delivering learning materials to students so that they can understand the material well.

One of the learning media that can improve students' vocabulary is word cube Aisyah (2017). Word cube is a learning media made of box-shaped cardboard with letters written on each side so that if the box is arranged, it will form a word (Wardhana, 2022). Word cube as a visual aid is a fun media that can help students memorize vocabulary and can attract students' attention so that they are motivated in learning (Kurniati, 2022). Word cube has the advantage of improving cognition, memory, strategy, and analytical skills (Chairani, 2021).

Based on the background of the problem above, the researcher conducted a research with the title “improving Students' Vocabulary Using COW (Cube of Word) Learning Media at SMP Negeri 3 Malunda”. The researcher conducted this research because of the lack of vocabulary of the seventh-grade students of SMP Negeri 3 Malunda. With this research, researcher can know determine the effective use of word cube media in increasing students' vocabulary at SMP Negeri 3 Malunda.

B. Research Question?

Based on the background above, the researcher question of this research is “does the Word Cube media can improve the students' vocabulary at the seventh grade in SMP Negeri 3 Malunda”?.

C. Objective of the Research

This research aims to find out whether or not Word Cube media is effective in improving student vocabulary at the seventh grade of SMP Negeri 3 Malunda.

D. Significances of the Research

This research has two benefits that can help readers or others who want to increase student's vocabulary by using word cube media.

1. Theoretical Significance

The result of this research are expected to contribute theoretically to finding the effectiveness of using word cube media. This research can also be taken into consideration for teacher to use word cube media as learning media. Then the principal and the government as implementers of education are expected to carry out the learning process according to what students needed.

2. Practical Significance

For use as research material by English instructors, students, and other academics.

a. For English teachers

From the results of this research, researcher hope that it can be helpful for teachers who want to improve students' vocabulary by using cube media, especially teachers at SMP Negeri 3 Malunda.

b. For students

For students with this research, students can increase learning motivation and vocabulary by using word cube media.

c. For other researcher

As reference material or additional knowledge for future researcher who have the same problem in increasing student vocabulary.

d. For researcher

Researcher can learn how to improve students' vocabulary by using learning media and also research can find out how to conduct research using quantitative methods.

E. Scope of the research

The scope of this researcher is only refers to the use of media word cube with noun, adjective, and verb. This research lasted for 3 weeks and focus on the seventh grade of SMP Negeri 3 Malunda. The noun, verbs and adjectives used constitute the basic vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Based on the problem in the background, that the problem obtained is the lack of vocabulary of students at SMP Negeri 3 Malunda. So researcher want to increase students' vocabulary by using Word Cube media. As previous research conducted by (Hajar, 2019) This research is focused on “improving students’ vocabulary through scrabble game at the second grade of SMPN 1 Palopo”. The research followed a quasi-experimental design, incorporating pre-tests, an intervention phase, and post-tests. Data collection methods included vocabulary assessments and questionnaires. In the pre-test, the average scores for the experimental class and the control class were 50.76 and 49.24, respectively. However, in the post-test, the experimental class achieved an average score of 64.39, while the control class scored an average of 54.85. These results indicate a significant improvement in vocabulary from the pre-test to the post-test.

Second previous research by Khairina (2019) “improving the students’ vocabulary mastery by using scrabble game”. The research findings indicated that the average student score stood at 56.8, with only 5 out of 25 students meeting the minimum passing standard, or KKM. In Post-Test I, 10 students, or 20%, demonstrated improvement, and the average score reached 72.2. In contrast, during Post Test II, the average score soared to 85.2, with 22 students, equivalent to 88%, successfully meeting the minimum passing standard. Therefore, it can be

inferred that the utilization of Scrabble had a positive impact on enhancing students' vocabulary.

The third previous research by Anggraini (2019) conducted research entitled "the effect of scrabble game towards students' english vocabulary of first grade at SMA 9 Pekanbaru". the research demonstrated that the utilization of the scrabble game aided students in acquiring new words and comprehending the meanings of vocabulary. The research design employed in this research involved two classes as the sample, utilizing a quasi-experimental approach.

The fourth previous research by Sholikhah, (2013) conducted research entitled "improving students' vocabulary by using flash cards at the fifth grade students of SDN Singjaya II". The research obtained results. Namely, flashcards are effective for increasing student vocabulary, as evidenced by the average score on the pretest being 58.8, meaning the student's score is not good. Then researcher use flashcards to increase student vocabulary, and it shows the average score of students on the post-test is 78.3, which means student scores can be categorized as good. The difference from the previous research that researcher will carry out is that the previous research used flash card media to add vocabulary to students, while the research to be carried out by researcher is using word cube media. The similarity of this research is that each of them examines the increase in student vocabulary. The method used in this research is collaborative classroom action research.

Based on the previous studies above, researcher can conclude the similarities and differences that will be carried out by researcher. The similaritie

both increase students' vocabulary by using instructional media while the difference lies in the research location, different research objects and ways of obtaining different data. In this research, the researcher used the one group pre-test post-test experimental type, while previous research used a quasi-experiment type. From the four previous studies above, the learning media used are different from the learning media that will be used by researcher in this research, researcher will use word cube media.

B. Some Pertinent Ideas.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the basic unit of language, or the collection of words possessed by a person. Fighting vocabulary is important in human life because vocabulary is a tool of human communication and vocabulary has a function as a sentence former to be able to express the contents of thoughts both orally and in writing. Vocabulary is a collection of words that are part of all languages. Vocabulary is needed by someone in language.

There are many opinions about vocabulary. In webster Dictionary define vocabulary is words that are arranged and explained alphabetically or lexicomically used in group or individual language. Vocabulary is all the words that exist in the language used to communicate effectively (Robin, 2014).

According to Wardani (2015) vocabulary is an important aspect of language because it appears in every language skill namely, listening skills, speaking skills, reading skills and writing skills. It can be concluded that

vocabulary is a major factor in language, because vocabulary is needed in speaking, reading and writing meaning that a person's lack of ability in language is related to the amount of vocabulary he has.

According to Hesti, (2019), vocabulary is a collection of words in a language which is the most important aspect for someone who wants to learn a language. To communicate well, you must first master the vocabulary and its meaning. Vocabulary must be constantly expanded so that a person is proficient in communicating.

From the opinion above it can be concluded that vocabulary is all the words that are heard, spoken, read and written. Vocabulary is a unit of letters which is then arranged and used by an individual or group. Therefore vocabulary is very important to learn.

b. Type of Vocabulary

In general, vocabulary is divided into two, passive vocabulary and active vocabulary. Passive vocabulary is vocabulary that is understood in meaning but rarely used, while active vocabulary is a word that is understood and used frequently (Juliani, 2014). Type of vocabulary based part of speech is divided into 9 parts namely (Aeni, et al., 2017).

- 1) Noun is one part of speech ('sentence elements' in English) in the form of people or things such as objects, places, plants, animals, ideas, and so on. Noun is the most used sentence element after verb. So, we must really master how to use nouns according to the correct grammar rules

- 2) Verb is a linguistic term used to denote words that convey actions, circumstances, whether observed or not. Verbs are a crucial component of language, as they express actions (such as "bring," "kick," or "read"), events (like "happen" or "become"), conditions (including "be" or "exist"), and attitudes (such as "agree," "disagree," or "blame"). In various languages, including English, verbs hold a significant role and receive special attention in grammar studies. English verbs can often be perplexing, even for native speakers, because some of them deviate from standard forms, requiring memorization.
- 3) Pronoun is a part of part of speech. Pronouns are words that are used to replace people or things. Pronouns generally replace noun positions, namely as subjects, objects or complements. It can be concluded that pronouns are words used to replace people, animals and objects.
- 4) Adjective is a word to explain, describe, or limit pronouns or nouns that are still general. This adjective is usually placed after the noun. In essence, with adjectives, a noun can be more specific.
- 5) Adverb are words to explain or provide additional information about adjectives, verbs, sentences, or the adverb itself. However, adverbs never describe a noun.
- 6) Preposition is a word that functions to show the relationship in space or time between one thing and another. Prepositions function to connect nouns with pronouns to form phrases that modify other words.

- 7) Conjunction are words used to unite equivalent language units (connecting words with words, phrases with phrases, clauses with clauses, sentences with sentences, and so on). In simple terms, conjunctions are responsible for connecting the main clause with the subordinate clause.
- 8) Articles and Determiners. Article is a word that we use to give a different meaning to nouns. Technically, by definition. Article is also classified as an adjective which also functions to change or give a different meaning to a noun. But the difference is that adjectives change the meaning of nouns through their descriptions, whereas Articles are used to mark or refer to nouns. Determiner is a word used to identify a noun in detail. Determiners are different from pronouns in that pronouns can stand alone, whereas determiners are always followed by a noun.
- 9) used to express emotions or inner feelings that usually occur suddenly. For example, feelings of surprise, anger, awe, exasperation, disappointment, sadness, anxiety, fear, dislike, hate, and compassion. Interjection is part of an utterance. However, syntactically, an interjection is not a direct constituent of the sentence behind it, so that an interjection is categorized as extra-sentential. Interjections are divided into two, namely simple interjections and derived interjections.

In this research, the researcher only focuses on the three parts of speech, namely nouns, verbs and adjectives. The reason is because it is a basic vocabulary for seventh grade students. It also easier to understand and in

accordance with the context in learning. So that researcher adjust the condition that exist in the research location.

c. The Importance of Vocabulary

Vocabulary is one of the important things that must be understood for language mastery. According to Pohan, et al (2022) vocabulary is very important both for listening, speaking, reading, and especially in writing. Vocabulary is an important aspect of language, because vocabulary is present in every language skill which includes listening, speaking, reading and writing. Many people realize that their vocabulary is very limited so they have difficulty conveying their ideas (Dwi, 2022). To make it easier for children to learn a language, an understanding of vocabulary is needed which is an important part of the process of learning a language, so it is important for someone to master and continue to improve their language skills. Vocabulary mastery will also support student activities in expressing opinions, as well as expressing their aims and objectives. Thus, vocabulary is a basic element that must be mastered by a student. Without sufficient vocabulary mastery, the ideas that are in mind cannot be conveyed.

It can be concluded that vocabulary is very important to learn because vocabulary is the main part of language. Vocabulary is the main key to learning listening, speaking, reading and writing skills. If someone wants to communicate well he must have a large vocabulary. This really helps students in communication to express ideas or feelings to the other person. Therefore

the teacher must have interesting learning media so that students can be motivated in memorizing vocabulary.

2. Learning Media

a. Definition of Learning Media

The word "media" comes from Latin, which is the plural form of the word "medium", which means intermediary or introduction (Okta, 2019). So the understanding of media and learning can be interpreted separately. Hence, the understanding of learning media is a tool used to deliver learning material so that learning material can be conveyed properly so that students can learn effectively and efficiently.

Learning media is a tool used to bring learning messages to students. Learning media is used to improve the quality of student learning so that students are more enthusiastic in the learning process. Learning media can also be interpreted as a media of communication because learning is a process of communication between students and teachers. Messages that contain learning can be applied to learning media (Gunawan and Ritonga, 2019).

Learning media are materials, tools, and techniques used in teaching activities with the aim that the process of interaction and communication between students and teachers can be well established. Media also aims to stimulate student learning so that students can be motivated to learn so that students do not get bored. Media includes aids in teaching and messengers from learning resources to recipients of learning

messages or students. The use of media in the learning process is very important. The teacher's vagueness in the learning process can be represented by the existence of learning media to help students understand the learning material.

b. Functions and Benefits of Learning Media

The function of learning media is a teaching aid that can affect the teaching process. Learning media also facilitates teachers and students in learning; learning becomes fun and can attract students' attention. Learning media improves the quality of the learning process in general; the learning outcomes of students using learning media will no longer be stored in mind, so the quality of learning has a high value (Sopiany, et al.,2017). While the benefits of learning media according to (Sudjana & Rivai, 2018), learning media are useful for making teaching more interesting so that it can foster learning motivation in students, clarify the meaning of teaching materials well, and make learning methods more varied by combining verbal communication from teachers with other media so that students do not get bored, and make students more involved in learning activities, not only listening but also various other activities, such as observing, demonstrating, presentations and other activities. Therefore, learning media is very important in the teaching process.

c. Types of Learning Media

According to Fahyuni, et al (2017) there are 3 types of learning media:

- 1) Visual Media is a learning tool or resource which contains messages, information, especially subject matter which is presented in an interesting and creative manner and is applied using the sense of sight. So this visual media cannot be used for the general public, more precisely, this media cannot be used by the blind. Because this media can only be used with the sense of sight.
- 2) Audio media is or listening media is a type of learning media or learning resources that contain messages or subject matter that are presented in an interesting and creative way and are applied using the sense of hearing only. Because this media is only sound.
- 3) Audio media is or hearing media is a type of learning media or learning resources that contain messages or subject matter that are presented in an interesting and creative way and are applied using the sense of hearing only. Because this media is only sound.

It can be concluded that learning media is anything that can be used to convey messages or information (subject matter). The use and selection of learning media is very important in teaching and learning activities because learning media can determine success in achieving teaching and learning goals. The function of the three learning media above is to facilitate and facilitate teaching and learning activities so that learning objectives can be achieved and can also improve the quality of teaching and learning.

3. Word Cube

a. Definition of Word Cube Media



Figure 2.1 Word Cube

In this research, researcher used visual media, namely the Word Cube. The word cube is a learning medium consisting of several cubes made of cardboard, shaped like a box with 6 sides written on different syllables. So if the cube is turned back, the writing listed on the side of the cube will also change so that it can form a vocabulary (Rusminiati, 2018). This cube is a learning medium that can be used to improve student vocabulary. Its interesting shape and how to play it can attract students' attention.

The word cube media is made with different letters on each side and can be used according to the material that the researcher will teach. The word cube media is made of cardboard which is an adaptation of dice learning media. Word cube media is a visual media containing messages and information that you want to convey to students. In learning visual media are all visual aids that can be used and can be seen with the five

senses of sight. The purpose of word cube media is used to increase students' vocabulary (Depriyanti, 2016).

b. Word Cube Media Functions

The word cube media has the same shape and function as the dice media. According to Depriyanti (2016) the functions is:

- a) Students are motivation to learn so that students' interest in learning is getting bigger.
- b) With the word cube media in learning English, it can provide alternative learning media that is fun for students.
- c) Word cube learning media can make it easier for teacher to teach English.
- d) Word cube media can make it easier for students to memorize vocabulary.

c. The Advantages of Word Cube Media

The advantages of word cube media in learning according to Barao,et al., (2022) are:

Making word cube media is more practical because it is only made of cardboard which is strung together to form a cube. Can petrify students by increasing vocabulary. It is easy for students to remember because it can attract attention so it stimulates students' brains so that it is easier to remember vocabulary made using this media. Word cube media is also concrete and can be used directly by students.

d. How to Make Word Cube Media

1) Tools and materials

- a) Cardboard
- b) Colored paper
- c) Glue
- d) Scissors
- e) Markers

2) Steps

- a) Cut the cardboard to the shape of 8 x 8 cm
- b) After that, use a masking tape or glue to glue the pieces together to form a cube.
- c) The cube-shaped cardboard is wrapped in colored paper to cover the entire surface of the cube.
- d) Then the cube that has been wrapped in colored paper is written in alphabetical order on each side.

3) How to Use Word Cube Media

- a) The teacher first explains what activities will be carried out.
- b) The teacher has a word cube media
- c) Then the teacher put the word cube on the table.
- d) Each student is called to arrange the cube of words that have so they can be in the form of sentences.

C. Conceptual Framework

This research discusses improving students' vocabulary by using word cube media. The framework related to this research is as follows:

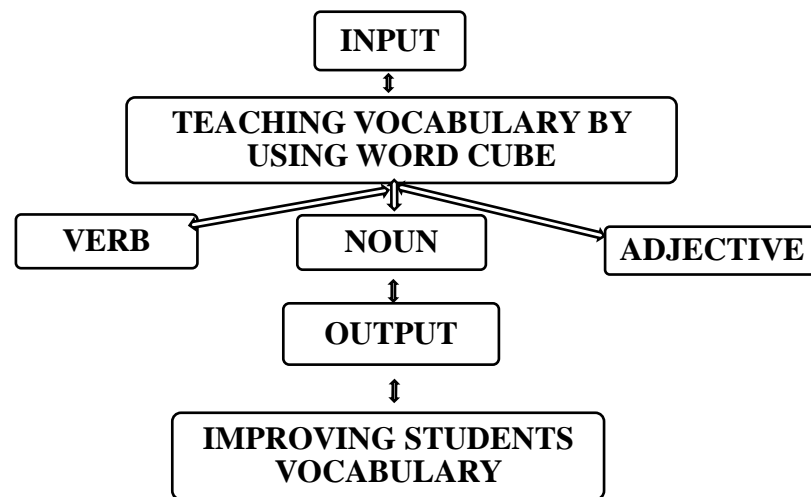


Figure 2.2 Conceptual Framework

Based on the conceptual framework above, the researcher used the experimental method one group pre-test post-test. In the first meeting, the researcher gave a test to find out the students' vocabulary skills. Then the 2nd meeting until the 5th meeting the researcher conducted treatment using word cube media with noun, verb, and adjective vocabulary material. The researcher prohibits noun verb and adjective material because this material is a basic vocabulary for students and the researcher adjusts the material in the school. Then at the last meeting the researcher gave tests to students to find out the increase in students' vocabulary after being given treatment and to find out whether word cube media was effective in improving student vocabulary.

D. Hypothesis

Based on explanation of the theoretical and framework of taught above, the hypothesis of the research was follow:

1. Hypothesis (H_0) there is not significant difference of students' vocabulary before and after being taught using Word Cube Media.
2. Hypothesis (H_1) there is a significant difference of students' vocabulary before and after being taught using Word Cube Media.

CHAPTER III RESEARCH METHOD

A. Type and Location of Research

1. Type of Research

In this research, researcher used quantitative research. The quantitative research method is a research method used to examine certain populations or samples and collect data using statistical data analysis (Sugiyono, 2021). This research used the type of experimental research one group pre-test post-test.

2. Research Location

This research was conducted at SMP Negeri 3 Malunda which is located in Maliaya Village, Malunda District, Majene Regency. Before choosing a research location, observation and interview were first carried out with seventh grade English teacher. The observation result showed that there were problem regarding the lack of student vocabulary.

B. Research Design

This research method used the type of experimental research (one group pre-test post-test). This design can be presented as follows (Sugiyono, 2017).

Table 3.1 Research Design

X_1	T	X_2
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Index

- X_1 : Pre-Test
- T : Treatment
- X_2 : Post Test

C. Research Variable

The variables in this research were the use of the word cube media as the independent variable and the students' vocabulary as the dependent variable. The indicator of this research is the students' vocabulary

a. Independent variable

Independent variable (X) is the influencing variable. The independent variable is the main variable used by researcher to research and the independent variable in this research is the use of word cube media in students (Sahir, 2022).

b. Dependent variable

The dependent variable (Y) is the influence variable. The dependent variable is the variable that the researcher measures and observes to determine the effect of the independent variables or to determine the effect of the word cube media and the dependent variable in this research is the students' vocabulary (Sahir, 2022). The indicator of this research are the vocabulary of nouns, verbs, and adjectives.

D. Population and sample

a. Population

The population is the whole of the objects related to the problem to be studied. Population is a generalized location consisting of objects or subjects that have certain quantities and characteristic determined by the research aims to be studied and then concluded (Sugiyono, 2021). Population in this research are seventh grade students of SMP Negeri 3 Malunda consisting of 80 students.

b. Sample

The sample is part of the research which is the source of data from the research. According to Sugiyono (2021) the sample is part of the number and characteristics of the population. In this research, the researcher chose seventh grade C as the research sample. The sampling technique in this research was purposive sampling by determining the level of student vocabulary from the highest to the lowest and based on the explanation of the seventh grade English teacher that seventh grade C had the lowest vocabulary compared to other classes.

E. Research instrument

Research instrument are measuring instrument use in research to measure natural and social phenomena observed by researcher (Sugiyono, 2021). The instrument use in this research is test. Researcher use the test as a research instrument to collect data. Test are use so that researcher can measure students' vocabulary. The test used in this research is a written test. Researcher gave tests to students how much vocabulary they acquired after treatment.

Table 3.2 Written Test

<p>Instruction</p> <ol style="list-style-type: none"> 1. You have 5-7 minutes to answer the questions that will be give <ul style="list-style-type: none"> - You have to write 20 each of the noun, verb and adjective. - What is noun? and write the noun that you know!. - What is verb? and write the verb that you know!. - What is adjective? and write the vocabulary of adjectives that you know!. 2. You must know the vocabulary types of nouns, verbs and adjectives and their meaning.
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F. Procedure of Collecting Data

In this research the data collection technique used were pre-test and post-test. In this research, researcher conducted six meetings. At the first meeting the researcher conducted a pre-test, then at the second meeting until the fifth meeting the researcher carried out the treatment and at the sixth meeting the researcher conducted a post-test.

1. Pre-test

Before giving treatment to students, the researcher first gave a pre-test for 3 hours. The purpose of the pre-test is to find out how much vocabulary the students have. The researcher gave a pre-test to each student and each student was given 5-7 minutes to answer the researcher questions.

2. Treatment

After the pre-test process, then the researcher do the treatment. This treatment uses Word Cube media made by the researcher. In this research, the researcher conducted treatment in 4 meetings according to basic competence (KD). The steps in improving student's vocabulary by using word cube media as follows:

Opening

- a) The researcher led the students to pray together.
- b) The researcher explained about the objective of the research.
- c) The researcher explained about the material.

Steps of learning

- a) The researcher explained about material noun, verb and adjective by using word cube media.
 - 1. The first meeting research explained about material noun
 - 2. The second meeting research explained about material verb
 - 3. The third meeting research explained about material adjective
 - 4. The last meeting research explained about material noun, verb and adjective
- b) The researcher explained how to learn using word cube media.
- c) The researcher divided the students into two groups.
- d) Researcher direct students to arrange vocabulary using word cube media.
- e) Researcher and students observed the vocabulary that has been arranged by students.
- f) Researcher make the learning atmosphere fun.

Closing

- a) The researcher led the students to pray together.

3. Post Test

After treatment, the researcher gave a post-test to students for 3 hours. The form of the post-test questions is the same as those given during the pre-test. Each student has 5-7 minutes to answer questions from the researcher. After that, the researcher give an assessment of the student test result. Then the researcher tested how many vocabulary the students had after being given treatment. The result is

in the form of students' final ability data which is used to determine the effect of giving treatment.

G. The Technique of Data analysis

After the researcher collects the data, the researcher then analyze the data with the aim of drawing conclusions. Then the researcher uses a formula to make it easier to analyze the data. Some of the formulas used by researcher are as follows:

1. The formula for assessing students' answers.

$$\text{Score} = \frac{\text{Correct answer}}{\text{Number of items}} \times 100\%$$

2. Student classification rating scale Usman, et al (2019) page 37.

Table 3.3 Classification of Student Score

No	Score	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	≤39	Very poor

3. The formula calculates the average value of students Hardani (2020) page 436.

$$X = \frac{\sum X}{n}$$

X = Mean Score

\sum = Total Score

N = The Total Number of Students

4. Normality Test

The normality test is a test used to determine the level of normality of the written test data that has been collected. The data is usually distributed if the P-Value or significant number (Sig) ≥ 0.05 H_0 is accepted and H_a is rejected. However, if the P-Value (Sig) < 0.05 , then H_0 is rejected, and H_a is accepted. The researcher used the Kolmogorov-Smirnov normality test using SPSS 24.

5. Uji-t

Performed to compare the results of the pre-test and post-test. According to Meiryani (2021) the criteria for the t-test are:

- a. If the significance value of the t test > 0.05 then H_1 is rejected and H_0 is accepted. It means that there is no influence between the independent variable on the dependent variable.
- b. If the significant value of the t test < 0.05 then H_1 is accepted and H_0 is rejected. It mean that there is influence between the independent variables on the dependent variable.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research answered the problem formulated in Chapter I. This research was conducted at SMP Negeri 3 Malunda to determine whether the use of word cube media could enhance students' vocabulary. To gather data on the two variables, the researcher administered a pre-test and a post-test. The pre-test aimed to collect data on students' vocabulary proficiency before they received any treatment. The post-test was conducted to assess students' final scores after they had undergone the treatment. Once the data were collected, the researcher performed data analysis using the formula outlined in Chapter III. The final results were obtained by comparing students' scores and the average value, which then determined the students' vocabulary achievement.

1. Scores of the pre-test

The implementation of the pre-test in this research began on August 7, 2023. The pre-test was conducted for 3 hours, and each student was given 5-7 minutes to answer the provided questions. However, students with a limited vocabulary took less than 5 minutes. The data of the scores obtained from the pre-test of seventh-grade students at SMP Negeri 3 Malunda, consisting of 20 students, has been tabulated, and individual scores have been calculated for each student. The data is presented as follows:

Table 4.1 Score of pre-test

No	Name students	Total Item	Correct answer	Score
1	Student1	60	2	4
2	Student 2	60	1	2
3	Student 3	60	7	12
4	Student 4	60	2	4
5	Student 5	60	5	9
6	Student 6	60	1	2
7	Student 7	60	7	12
8	Student 8	60	2	4
9	Student 9	60	1	2
10	Student 10	60	4	7
11	Student 11	60	4	7
12	Student 12	60	8	14
13	Student 13	60	6	10
14	Student 14	60	1	2
15	Student 15	60	1	1
16	Student 16	60	2	4
17	Student 17	60	8	14
18	Student 18	60	5	9
19	student 19	60	1	2
20	Student 20	60	4	7
Total		1200	72	128,000

The table above described the vocabulary (nouns, verbs, and adjectives) that students in the seventh grade of SMP Negeri 3 Malunda knew before receiving treatment. The table also explained the scores of each student obtained when they took the pre-test.

Table 4.2 Frequency and percentage of students' pre-test scores

No	Classification	Score	Frequency	Percentage
1.	Very good	80-100	0	0%
2.	Good	66-79	0	0%
3.	Fair	56-65	0	0%
4.	Poor	40-55	0	0%
5.	Very poor	<39	20	100%
Total			20	100%

Table 4.2 above showed the percentage and frequency of pre-test scores of students before they used the Word Cube media. The table indicated that no students received very good, good, fair, or poor scores. It was seen that 20 students (100%) received very poor scores. Based on the description of the frequency and percentage of student scores on the pre-test, it can be concluded that the students' vocabulary was very poor. Therefore, the researcher implemented the use of Word Cube media as a strategy to improve students' vocabulary.

2. Treatment

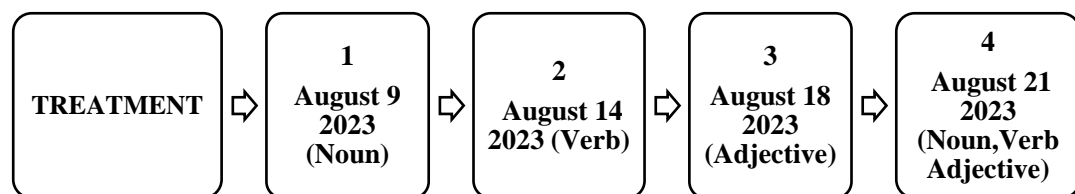


figure 4.1 Diagram treatment

In this research, the researcher acted as a teacher. This research was carried out in four meetings, starting from August 9, 2023, and ending on August 21, 2023, at SMP Negeri 3 Malunda. The results of the pre-test showed that all students had very poor vocabulary, so students found it difficult to understand the material given in learning English. After the researcher had conducted the pre-test, the researcher proceeded with the treatment.

Before administering the first treatment on August 9, 2023, the teacher first explained the material to the students. After that, the students were assigned the task of analyzing nouns. Following that, the teacher and the students

collaborated in the process of translating the analyzed vocabulary. After providing the material to the students, the teacher then explained the use of the "Word Cube" media to the students to help them memorize vocabulary. In using the "Word Cube" media, the teacher first divided the students into several groups. Then, each student was assigned the task of assembling the "Word Cube" according to the given vocabulary.

The second and third sessions were held on August 14 and 18, 2023. The teacher first explained the material about verbs and adjectives to the students. After that, the students were assigned tasks to analyzed verbs and adjectives. Next, the teacher and students collaborated in translating the vocabulary that had been analyzed. Then, the students were divided into several groups to compile the translated vocabulary.

Then, on August 21, 2023, the teacher carried out the final treatment. At this stage, the teacher repeated the vocabulary that had been taught to the students using word cube media. Some students were still confused about distinguishing verbs, nouns, and adjectives. Therefore, the teacher assigned the students the task of writing down the vocabulary and translating it together. In this meeting, the students felt happy and successfully understood the material that had been taught, and they became proficient in using the Word Cube media.

In the first treatment, the teacher encountered difficulties in managing the students because they were very enthusiastic about arranging word cube media, but their vocabulary was very limited. However, in the second and final treatment,

there was an improvement in the students' vocabulary. This improvement occurred directly when they started playing with word cube media.

3. Scores of post-test

The post-test implementation in this research began on August 23 2023. The post-test was carried out for 3 hours, and each student was given 5-7 minutes to answer the questions given. The score data obtained from the post-test of seventh grade students at SMP Negeri 3 Malunda, consisting of 20 students, has been calculated for each student's individual score. The data is presented as follows:

Table 4.3 Scores of post-test

No	Name Students	Total Item	Correct answer	Score
1	Student 1	60	11	19
2	Student 2	60	10	17
3	Student 3	60	29	48
4	Student 4	60	12	20
5	Student 5	60	11	19
6	Student 6	60	15	25
7	Student 7	60	10	17
8	Student 8	60	28	47
9	Student 9	60	25	42
10	Student 10	60	11	19
11	Student 11	60	10	17
12	Student 12	60	15	25
13	Student 13	60	25	42
14	Student 14	60	9	15
15	Student 15	60	7	12
16	Student 16	60	9	15
17	Student 17	60	30	50
18	Student 18	60	35	59
19	Student 19	60	14	24
20	Student 20	60	34	57
Total		1.200	350	589

The table above explained how much vocabulary the students knew after receiving treatment. The table also explained the number of student scores obtained when conducting the post-test. From the table, it could be seen that

the seventh-grade students' vocabulary knowledge at SMP Negeri 3 Malunda was higher than the scores on the pre-test.

Table 4.4 Frequency and percentage of students' post-test scores

No	Classification	Score	Frequency	Percentage
1.	Very good	80-100	0	0%
2.	Good	66-79	0	0%
3.	Fair	56-65	2	10%
4.	Poor	40-55	5	25%
6.	Very poor	<39	13	65%
Total			20	100%

The table above showed that the vocabulary test scores in the post-test increased more than the pre-test scores. There were 20 students who took the test, 0 students (0%) got a very good score, 0 student (0%) got a good score, 2 students (10%) got a fair score, 5 students (25%) got a poor score, and 13 students (65%) got a very poor value. Based on the description above, it could be concluded that there was an increase in student achievement by using the word cube media. To strengthen the data above, the researcher also attached the average value and standard deviation of students.

Table 4.5 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	6.4000	20	4,32131	,96627
	Post-test	29,2000	20	16,21273	3,62528

The table above showed the mean values and standard deviations in the pre-test and post-test. The average value of the pre-test was 6.4000, while the

average value in the post was 29.2000. This showed that the average post-test score was higher than the average pre-test score. Next, the researcher conducted a normality test to find out whether the data was normally distributed or not. The normality test was carried out on the pre-test and post-test values using the SPSS 24 analysis of the One-Sample Kolmogorov-Smirnov Test.

**Table 4.6 Test of Normality
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.36159135
Most Extreme Differences	Absolute	.177
	Positive	.177
	Negative	-.085
Test Statistic		.177
Asymp. Sig. (2-tailed)		.102 ^c

The significant level for the normality test was 0.05. Based on the processing of the One-Sample Kolmogorov-Smirnov normality test data above, it was known that the results of sig. (2-tailed) obtained was 0.102. It can be concluded that the pre-test and post-test data were normally distributed. Where value (Sig) > 0.05 or 0.102 > 0.05. Because the results of the normality test showed that the pre-test and post-test data were normally distributed, the next test was carried out using paired samples t-test.

Tabel 4.7 Paired Samples Test

		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	-16,21668	-6,885	19	,000

Based on the table above, the Sig (2-tailed) value is 0.000. With a probability value of less than 0.05, the hypothesis (H0) is rejected and the hypothesis (H1) is accepted. This shows that there is a significant difference between the test scores before using the word cube media and after using the word cube media. Therefore, it can be concluded that the use of word cube media increases the vocabulary of students at SMP Negeri 3 Malunda.

B. Discussion

Learning media is something that is commonly used in the learning process to assist students in understanding the material. The function of learning media is as a teaching aid that can influence the teaching process. Learning media also makes it easier for teachers and students in the learning process, making learning enjoyable and able to capture the students' attention. Learning media can enhance the quality of the learning process. The learning outcomes of students who use learning media are stored in their memory, thus the quality of learning has a high value (Sopiany et al., 2017). In this study, the researcher used visual media called Word Cubes. Word Cubes are learning media consisting of several

cubes made of cardboard, shaped like boxes with 6 sides, each with different syllables written on them. So, when these cubes are flipped, the writing on the sides of the cubes also changes, allowing them to form vocabulary words (Rusminiati, 2018).

According to Barao et al (2022), the advantages of word cube media in learning are, Word cube media is more practical to create as it is made from cardboard that is assembled to form a cube. It helps students expand their vocabulary. It is easily remembered by students because it can capture their attention, thereby stimulating their brains to remember vocabulary created using this medium. Word cube media is also concrete and can be used directly by students

Research was conducted to determine the use of word media can increase students' vocabulary. The research was carried out over 6 meetings starting from 7-23 August 2023 at SMP Negeri 3 Malunda. The results of the pre-test for seventh grade students at SMP Negeri 3 Malunda by observing the 20 students as a sample, no students scored very good, good, fair and poor. It can be seen that 20 students (100%) got very poor score. This illustrates that the students' vocabulary are in the very poor category.

Based on the results of the post-test descriptive analysis, it showed that of the 20 students who took the test, 0 students (0%) received a very good score, student (0%) received a good score, 2 students (10%) received a fair score, 5 students (25%) received a poor score, and 13 students (65%) received a very poor score. Based on the description above, from the results of the post-test, it can be

concluded that there was an improvement in student achievement by using the word cube media.

The researcher conducted a normality test to determine whether the obtained data was normally distributed or not. The test results indicated that the pre-test and post-test results had significance rates previously set at 0.018. Based on the data management results mentioned earlier, signs of 0.018 were obtained. Therefore, it can be concluded that the pre-test and post-test data were normally distributed because the sign values were greater than 0.05 ($0.018 > 0.05$).

Furthermore, the researcher performed a paired sample t-test to assess the difference between the pre-test and post-test. The obtained value showed a Sig (2-tailed) value of 0.000. The probability value was less than 0.05, so H_0 was rejected, and H_1 was accepted. It was determined that there were differences between the pre-test and post-test results before using word cube media and after using word cube media. Consequently, it can be concluded that the use of word cube media increased the students' vocabulary at SMP Negeri 3 Malunda.

The result of this study are the same as (Hajar, 2019). The results show that students' vocabulary skills increase by using Scrabble media. This is evidenced by the students' post-test average score increasing more than the pre-test average score.

According to research conducted by (Anggraini, 2019) entitled "the effect of scrabble game towards students of English vocabulary of first grade at SMA 9 Pekanbaru. The results show that Scrabble can improve the vocabulary of first grade students at SMA 9 Pekanbaru. In addition, there are also other media that

can be used by students, especially to increase student vocabulary, such as research (Sholikhah, 2013) entitled "improving student vocabulary by using flash cards at the fifth grade students of SDN Singjaya II". In this study the average student score on the pre-test was 58.8 while on the post-test it was 78.3. The result of this research show that students' vocabulary increases by using this media.

Based on the explanation above, it concluded that the use of learning media can increase students' vocabulary. Learning media is a supporting tool used to help students understand lessons. In addition, learning media also has the benefit of making learning more fun and attracting students' attention (Sopiany 2017). During the learning process using word cubes, all students felt happy and united. In learning students enjoy the process without feeling bored. Learning media can improve student learning outcomes (Mulyanta, 2022). Word cube media can improve students' memory so that vocabulary will be easily memorized (Widiyanto, 2017). it can be concluded that using word cube media can increase the vocabulary of seventh grade students at SMP Negeri 3 Malunda.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the use of word cube media in teaching vocabulary to seventh-grade students at SMP Negeri 3 Malunda, the researcher concluded that there is an influence on students' vocabulary skills. This is evident from the differences in mean scores between the pre-test and post-test. The average score on the post-test is higher than the average score on the pre-test. The mean of the pre-test is 6.4000, and the mean of the post-test is 29,7000. This conclusion is supported by the Paired t-test, which yielded a sig (2-tailed) value of $0.000 < 0.05$, indicating that H_0 was rejected, and H_1 was accepted. These research findings demonstrate that the use of word cube media effectively enhances seventh-grade vocabulary at SMP Negeri 3 Malunda.

B. Suggestions

Based on the data analysis and conclusions drawn, the researcher formulates hopes and provides recommendations. The researcher hopes that the findings of this study can be beneficial for readers, teachers, and students, especially at SMP Negeri 3 Malunda. Furthermore, the researcher hopes that this research can serve as a reference for future researchers aiming to enhance students' vocabulary. The researcher puts forward several recommendations as follows:

1. It is recommended for teachers to utilize Word Cube learning media to improve vocabulary mastery and motivate students.

2. Teachers can create a pleasant learning environment that keeps students engaged by incorporating word cubes into their teaching methods.
3. Schools are encouraged to provide support to teachers for the development of word cube learning materials.
4. For other researchers, it is recommended that other researchers who are interested in the field of vocabulary development carry out more research learn and develop knowledge about Word Cube Media.
5. For campuses, this research can become a reference for improving further researchers

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APPENDICES

a. SMP Negeri 3 Malunda



b. Pre-test**c. Treatment**



d. post-test



e. Research Instrument

LEMBAR KERJA SISWA

Nama :

Nis :

Kelas :

No	Vocabulary Noun	Meaning	Score
1.			
2.			
3.			
4.			
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6.			
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16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
No	Vocabulary verb	Meaning	Score
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

9.			
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11.			
12.			
13.			
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16.			
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19.			
20.			
21.			
22.			
23.			
24.			
25.			
No	Vocabulary verb	Meaning	Score
1.			
2.			
3.			
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25.			

Score of pre-test

No	Name students	Total Item	Correct answer	Score
1	Student 1	60	2	4
2	Student 2	60	1	2
3	Student 3	60	7	12
4	Student 4	60	2	4
5	Student 5	60	5	9
6	Student 6	60	1	2
7	Student 7	60	7	12
8	Student 8	60	2	4
9	Student 9	60	1	2
10	Student 10	60	4	7
11	Student 11	60	4	7
12	Student 12	60	8	14
13	Student 13	60	6	10
14	Student 14	60	1	2
15	Student 15	60	1	1
16	Student 16	60	2	4
17	Student 17	60	8	14
18	Student 18	60	5	9
19	student 19	60	1	2
20	Student 20	60	4	7
Total		1200	72	128,000

Scores of post-test

No	Name Students	Total Item	Correct answer	Score
1	Student 1	60	11	19
2	Student 2	60	10	17
3	Student 3	60	29	48
4	Student 4	60	12	20
5	Student 5	60	11	19
6	Student 6	60	15	25
7	Student 7	60	10	17
8	Student 8	60	28	47
9	Student 9	60	25	42
10	Student 10	60	11	19
11	Student 11	60	10	17
12	Student 12	60	15	25
13	Student 13	60	25	42
14	Student 14	60	9	15
15	Student 15	60	7	12
16	Student 16	60	9	15
17	Student 17	60	30	50
18	Student 18	60	35	59
19	Student 19	60	14	24
20	Student 20	60	34	57
Total		1.200	350	589



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MAJENE
JURUSAN TARBİYAH DAN KEGURUAN**

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FORMULIR PERSETUJUAN SKRIPSI PASCA SEMINAR

Judul : Improving students vocabulary by using COW (Cube of Word)
learning media at the seventh grade of SMP Negeri 3 Malunda
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NIM : 10256119033
Prodi : Tadris Bahasa Inggris 2
Jurusan : Tarbiyah dan Keguruan

Setelah dengan seksama meneliti dan mengoreksi Skripsi yang bersangkutan, Pembimbing I dan Pembimbing II serta Penguji I dan Penguji II memandang bahwa Skripsi tersebut telah memenuhi syarat- syarat ilmiah dan dapat disetujui untuk dilanjutkan ke tahap pengesahan.

Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Majene, 25 Oktober 2023

Mengetahui,

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CURICULUM VITAE



The name of writer is Nurjannah, commonly referred to as Janna. She was born in Maliaya on July 7, 2001. The writer is the first daughter of two siblings from the marriage of a father Kasman and a mother Najamiah. Currently, the author resides in Maliaya village (Maliaya Utara hamlet), Malunda sub-district, Majene regency. The writer began her education at TK Pertiwi Melati in 2005-2007. Subsequently, the writer continued her study at SD No. 11 Inpres Maliaya from 2007 to 2013. The writer then continued her education at SMP Negeri 3 Malunda and graduated in 2016. She pursued her high school education in 2016 at SMA Negeri 1 Tapalang, Mamuju regency, and graduated in 2019. In the same year, the writer enrolled at the State Islamic College (STAIN) Majene through the UM-PTKIN pathway and was accepted as a student majoring in Tarbiyah and Teaching with a specialization in English Language Teaching. The writer proposed a thesis title as her final project titled ***"Improving Students' Vocabulary by Using COW (Cube of Word) Learning Media at The Seventh Grade of SMP Negeri 3 Malunda."***